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ABSTRACT

A study was conducted at Corning Community College (CCC) to develop profiles of full- and part-time faculty based on survey data and student evaluations. All full- and part-time faculty who taught credit courses during the 1982-83 academic year were surveyed and requested to permit the use of their student evaluations as part of their aggregate profile. Study findings, based on responses from 49% (N=32) of the part-time faculty members and 70.3% (N=71) of the full-time faculty members, included the following: (1) part-time faculty were typically younger and had fewer academic degrees and less teaching experience both at CCC and in the community college setting than full-time faculty; (2) part-time faculty had more teaching experience in non-academic settings than full-time faculty; (3) the leading reasons for seeking part-time employment were that the respondent was not available for full-time employment or was employed full-time elsewhere; (4) female part-time faculty members were generally not available for full-time teaching employment due to the need to care for children or relatives; (5) part-time day faculty were predominantly women, while part-time evening faculty were predominantly men; and (6) part-time faculty performed as well or better on student evaluation items than full-time faculty. Based on study findings, recommendations were made concerning the administration's intent to increase the number of part-time faculty as an economic expedient and as a means of providing the college with flexibility in terms of labor needs and expertise. Questionnaires are appended. (AYC)

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PART TIME FACULTY: A COMPARATIVE PROFILE OF CHARACTERISTICS AND EFFECTIVENESS AT CORNING COMMUNITY COLLEGE

THE POLITICS, LAW AND ECONOMICS
OF HIGHER EDUCATION SEMINAR

by

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Abstract

PART TIME FACULTY: A COMPARATIVE PROFILE OF CHARACTERISTICS AND EFFECTIVENESS AT CORNING COMMUNITY COLLEGE

Mary Louise Turgeon

The characteristics and effectiveness of part-time faculty are frequently unknown within the community college environment. At Corning Community College, Corning, New York, the administrative intent is to increase the number of part-time faculty as an economic expedient and to provide the college with flexibility both in terms of labor needs and expertise. In order to integrate all faculty into a "one college" concept, the interests and needs of part-time faculty needed to be established along with their perceived effectiveness.

All part-time and full time faculty who participated in credit-course instruction during the 1982-83 academic year were surveyed and requested to permit use of their student evaluations as part of their aggregate profile.

The resultant profile indicated that part-time faculty are typically younger, have fewer academic degrees and less teaching experience both at Corning Community College and in the community college setting than full time faculty. Part-timers did have more teaching experience in non-academic situations. In investigating the reasons that individuals sought part-time employment, the leading reason was that the person was not available for full time employment due to the need to care for children or relatives. This reason was exclusively expressed by women in the survey. The second most common reason for part-time employment, expressed predominantly by men, was that teaching was a part-time, second job. Women predominated in the part-time, day faculty, while men predominated in the part-time evening offerings.

The most commonly used method of evaluation of teaching effectiveness of part-timers and, frequently, the only method used at Corning Community College was the student evaluation. Although part-time faculty performed as well or better on the student evaluation items than full time faculty, the results were not considered to be reliable. This single data provided insufficient evidence of teaching effectiveness.

As a result of this study, several policy recommendations have emerged. The two distinct gender populations of part-timers suggest that care should be taken that women are not exploited because of their geographic immobility. Further efforts need to be directed at recognizing and rewarding part-time faculty for their critical services to the college. These efforts need not be tangible, if remuneration for part-time instruction is equitable. Part-time faculty should be provided with the opportunities and incentives to participate in college-wide activities that will increase their understanding of the community college in order to effectively interact with students in extra-instructional situations. The evaluation process of part-time faculty needs to become more reliable through the use of multiple data bases that will not only rate an instructor but will provide the feedback necessary to the person who is relatively inexperienced in the community college.

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INTRODUCTION

The purpose of this study was to develop a profile of part-time faculty at Corning Community College and to compare this profile in relevant areas to a concurrent profile of full time faculty. In addition to studying the overall identity of part-time faculty as an aggregate group, an assessment of their comparative effectiveness as rated by the college's existing student evaluation of faculty questionnaire, was included as a parameter of this investigation.

Corning Community College, a public two year college in upstate New York, currently employs a small proportion of part-time faculty. The administrative intent, based upon economic necessity, is to expand the employment of part-timers as the need for faculty arises in response to growth in specific disciplines, general expansion of the total student population and a shrinking economic base. The expansion of this segment of the faculty is predominantly an economic expedient which supports the policy of open door/open admissions without program enrollment caps, except in the Nursing program where the number of clinical placement positions restricts program enrollment.

Part-time faculty will continue to constitute a viable and, undoubtedly, an expanding segment of Corning

Community College's workforce. In economic terms, Roemer and Schnitz (1982) consider the major obstacle to an institution's flexibility in adjusting to a changing rate of enrollment and evolving student interests is a highly tenured faculty. McCabe and Brezner (1978) agree with this premise and assert that institutions that staff with full-time faculty for their total needs freeze their capability for adapting programs to changing societal needs. This lack of flexibility to accommodate new program requirements or shifts in enrollment patterns often leads institutions into attempting to force students into courses that their faculty are prepared to teach, regardless of need. They fail to take advantage of opportunities in new areas and discourage students with inappropriate course offerings, eventually reducing enrollment and generating further economic difficulty. By staffing to meet less than the expected need with full time faculty and planned part-time faculty, the institution has the important economic advantage of being able to shape the contingency work force to the needs of the disciplines and courses drawing heavy enrollments and to scale down on short notice if the total enrollments and to scale down on short notice if the total enrollment falls below expected levels.

The issue of part-time faculty is not a new one but as Hammons (1981) states "experience during the last decade has taught us a great deal but much remains to be learned,

especially at the local college level." He contends that institutional researchers at each college need to conduct studies that yield data on adjunct/part-time faculty in terms of their profiles, professional treatment, student opinions and the effectiveness of staff development programs for them.

The lack of a compositive profile of part-timers at our local college level and comparative studies of their instructional effectiveness were essential to enhancing the integration of part-time faculty into a "one college" concept of college administration and developmental activities at Corning Community College. Without a full understanding of the educational and teaching backgrounds, professional aspirations, desire for college involvement and teaching effectiveness as perceived by student consumers, appropriate policy formation regarding part-time faculty becomes haphazard, inappropriately directed and not economically justifiable.

This practicum was conducted on a voluntary basis and surveyed all part-time faculty holding an academic rank appointment who teach, at least, one credit bearing course per year and all full time faculty. An explanatory cover letter, either a full time or part-time survey and an instructor evaluation release form were distributed to all

identified faculty during the latter part of the Spring term, 1983, at Corning Community College, Corning, New York

BACKGROUND AND SIGNIFICANCE

This practicum topic was chosen for investigation as related to the seminar on the Politics, Law and Economics of Higher Education because it is an area in which economics impacts policy decisions. The policy issue of accommodating rapid expansion or growth in specialized technological fields through the economic expedient of the use of part-time faculty needed to be clarified in terms of the professional characteristics, participatory needs and instructional effectiveness of part-time faculty.

INSTITUTIONAL CONCERNS

From an institutional perspective, Bonham (1982) in reviewing the recent comprehensive study conducted by Leslie, Kellams and Gunne cites the issue of whether the more obvious advantages of hiring part-timers for both economic reasons and for flexibility are,in fact, in

balance with what may be lost, at least at certain kinds of academic institutions. He cites the study as pointing out that the employment of a large number of part-time faculty raises significant problems of supervision and quality control. He further states that many academic administrators agree that even though they may be obtaining a short-term direct cost saving, they could not verify that they are getting an equal product for the money spent. In essence, the study theorizes that part-timers may be less expensive in terms of direct costs but the output attributable to their efforts, it is suspected, may be inferior when compared to full time faculty.

McCabe and Brezner (1978) report that there certainly is a danger in staffing with too many part-time faculty, and some institutions have permitted the number of part-time to grow so substantially that they teach as many as half of the classes. Although this is an inexpensive way to operate, one wonders if so heavy a dependence on part-time faculty can really provide a sound program. Part-time faculty are frequently utilized for the wrong reasons. Often they are employed to reduce costs without concern for program implications or because a simplistic budgeting system will permit part-time persons to be hired when a full-time person is really needed.

Fryer (1977) strongly suggests that educational institutions more adequately begin to establish internal policies for part-time faculty which regard these persons as ends as well as means and as professional colleagues. The reality of not addressing this concern is that courts and legislatures will continue increasingly to make policy externally: a highly undesirable alternative.

THE HUMAN CONSIDERATIONS IN PART TIME EMPLOYMENT

Traditional societal attitudes have supported part-time employment as acceptable for women for the last several decades; however, life and career patterns are changing. As Toffler (1980) observes the breakdown of the industrialized, Second Wave, and the availability of Third Wave technologies along with many other converging factors are leading to new work-styles and life arrangements. He states that we are moving toward an economy in which very large numbers of people will never hold full time paid jobs or a future in which full time employment becomes redefined in terms of the workweek or work year. He continues by stating that large numbers of workers already do paid work for what averages out to only three or four days a week or take six months or a year off to pursue educational or recreational goals. This pattern is supported by the investigations of Deutermann and Brown (1978) in which they

reported that the rising proportion of wage and salary workers who work part-time or fewer than 35 hours per week has been an interesting aspect of employment growth in the United States. Those who work part-time by choice numbered 11.1 million in May, 1977 with women predominantly contributing to this increase. Their observations cited changing age structures as having a positive influence on the growth in part-time employment but that the course of growth in the foreseeable future would appear to depend largely on the labor force participation rates of women (on the supply side) and the growth in the service-producing sector of the economy (on the demand side).

Hine (1978) quotes a study done by Hall in 1975 in which she states that as sexual equality increases, men will become more subject to home pressures and will, in turn, urge organizations to provide role support and more flexible work patterns. Clearly, part-time employment in the general population represents an issue of the future for both genders.

Part-time employment within academe represents a more desirable career option than part-time employment elsewhere for the well educated (Tuckman: 1978). It represents a way for a person to earn money and engage in

productive activity without having to spend thirty-five or more hours at the workplace. It probably also confers upon the occupant of a part-time position a measure of prestige and a feeling of identification with the larger academic community.

Persons differ in their reasons for becoming part-timers, and, as a result, their labor force behaviors will also vary. Although the literature is scarce in regard to the motivational profiles of part-timers in community colleges, several studies have been conducted within the realm of higher education. Motivations for academic part-time employment have been categorized by Tuckman (1978), while Hine (1978) cites individual flexibility as the most frequently mentioned motivation.

Barbara Tuckman (1981) studied the issue of women as part-time faculty members using the 1977 data collected by the American Association of University Professors and concluded that the part-time faculty issue may be a female issue, although numerically the Ford Foundation found that women constitute a minority of the part-timers in academe (Tuckman, 1978).

IMPLICATIONS OF THE LITERATURE

If properly managed, part-time employment can provide institutional flexibility and diversity to accommodate growth and technological specialization while supporting individual needs in the present and future (Tuckman and Caldwell,1979).

The purpose of this practicum is to collect data that will provide Corning Community College with a basis for more clearly meeting the needs of the part-time employee, while simultaneouly and realistically meeting the needs of the institution.

PROCEDURE

Initially a listing of all part-time faculty was requested from the college's personnel office. However, categorization of employment in terms of full-time and part-time status was not available. Consequently, each academic division's secretary was contacted for a listing of part-time faculty. This source provided a partial list of part-timers. As an additional step, the former Office of Continuing Education's listing of faculty and copies of the course offerings for 1982-83 were obtained from the Registrar's office. Cross-referencing of these sources ultimately provided the list of part-time faculty who hold academic appointments and teach at least one course per year in the instruction of students in degree programs with the exception of high school teachers participating in advanced placement courses taught within the high school curriculum.

A listing of full time faculty was obtained from the 1982-83 college directory and cross-checked with divisional secretaries for accuracy.

Following a review of the project and approval for use of the survey instrument by the Dean of Instruction and the Biology-Chemistry chairperson, all faculty were

surveyed using the appropriate questionnaire (Appendix A or B). Full time faculty were not queried on items having relevance to part-time faculty. Participation was on a voluntary basis with each person receiving an explanatory cover letter (Appendix C) and a request to release coded instructor evaluation results (Appendix D). The surveys were returned to the investigator anonymously while the student evaluation release form was sent directly to the Office of Institutional Research.

Survey data was compiled and a profile of full time and part-time faculty was generated using simple descriptive statistics following receipt of participant's forms. Student Evaluation results for the academic year 1982-83 and the Spring term, 1982, identified only by instructor number were released to the investigator. A copy of the instructors who participated in the survey identified by instructor number was supplied by the Office of Institutional Research. The original signed release forms were retained in the Office of Institutional Research which secured the identity of the participants. The student evaluations of all full time and part time participants and the student evaluations of part-time faculty who did not participate in the survey were analyzed as grouped data for significant differences in

effectiveness as perceived by students. Non-participating part-time faculty, student data was added to the project because of the relatively small sample (n=20) of participating part-timers. A larger sample allowed the investigator to review the reliability of the results of participating, part-time respondents.

RESULTS

Survey results were received from 49% (n=32) of the part-time faculty members and from 70.3% (n=71) of the full time faculty. The part-time faculty's median year of employment was 1980 compared to 1969 for fulltimers reflecting the 3 years of continuous employment median for part-timers compared to the 14 years continuous employment median for full-time faculty.

The part-time faculty did have a greater number of total years teaching in situations other than Corning Community College. The median years of teaching in other environments for part-timers was 4 years with an average of 6.38 years compared to full time CCC faculty who had a median of 3 years and an average of 4.38 years teaching in other situations. Part-time faculty had more experience in the survey category, non-academic, than full timers but had less experience in community college education. Only 6.25% of part-time faculty reported other community college experience compared to 14% of full time faculty (Table 1).

TABLE 1

Faculty Teaching Experience

	PART TIME	FULL TIME
NUMBER OF SURVEYS SENT	28 DAY 37 NIGHT	101
NUMBER OF SURVEYS REC'D	17 DAY 15 NIGHT	71
RESPONSE RATE	60.7% DAY 40.5% NIGHT	
	49% TOTAL	70.3% TOTAL
INITIAL YEAR OF EMPLOYMENT	1960-83	1959-82
MEDIAN	1980	1969
NUMBER OF YEARS AT CORNING	0.5-18	1-23
MEDIAN	3 YRS.	14 YRS.
MEAN	3.34 YRS.	12.1 YRS.
OTHER TEACHING EXPERIENCE	0-25 YRS.	0-26 YRS.
MEDIAN	4 YRS.	3 YRS.
MEAN	6.38 YRS.	4.38 YRS.
KINDS OF OTHER TEACHING EXPERIENCE *		
K-12	40.6%	43%
COMM. COLLEGE	6.3%	14%
4YR. COLLEGE	34.3%	33%
NON-ACADEMIC	12.5%	8.5%
SPECIALIZED POST-SECONDARY	9.4%	14%
OTHER:		
TUTORING	3.1%	
GRADUATE		1%

* The totals in this category exceed 100% because some respondents reported experience in more than one category.

In the areas of age and academic preparation some differences were noted in the survey results. Part-time faculty's median age group was 35-39 years compared to the full time median of 40-44 years. The predominant academic preparation for both categories was the Master's degree with 56.25% of part-time faculty and 78.9% of full time faculty holding this degree. Full time faculty holding a doctoral degree (Ph.D, Ed.D., J.D.) represented 18% of the total while 9.38% of part-time faculty were in this category (Table 2).

TABLE 2

AGE AND ACADEMIC PREPARTION

AGE	PART-TIME	FULL TIME
RANGE	25-55+	25-55+
MEDIAN	35-39	40-44
	ACADEMIC PREPARATION	
DOCTORATE (Ph.D., Ed.D.,J.D.,L.L.B)	3 (9.3%)	13 (18.3%)
Master's	18 (56.25%)	56 (78.9%)
Bachelor's	10 (31.25%)	2 (2.8%)
Associate's	1 (3.13%)	0
	32 (100%)	71 (100%)

Nature and continuity of instruction at Corning Community College was another areas of inquiry. Part-time faculty reported that 72% of them had been teaching at CCC on a continuous basis. Their median number of courses was one course compared to the full time median of four courses per year. Most part-time and full time faculty reported that they lectured (78% part-time and 94% full-time), while 37.5% of part-time faculty participated in laboratory instruction compared to 56% of full-time faculty. Part-time faculty reported having office space (59.4% of the respondents) and 75% of the respondents have a campus mailbox. Only 43.75% of the part-time faculty compared to 97% of full time faculty reported being available for office hours . Of the part-time faculty maintaining office hours the mean number of hours was 3.57 compared to the full time mean of 5.8 hours (Table 3).

TABLE 3

NATURE AND CONTINUITY OF INSTRUCTION

	PART TIME	FULL TIME
TEACHING ON A CONTINUOUS BASIS	23 YES 5 NO 4 N/A	
NUMBER OF COURSES		
RANGE	1-5	2-7
MEDIAN	1	4
MEAN	1.83	3.6
NATURE OF TEACHING*		
LECTURE	25 (78%)	67 (94%)
LAB	12 (37.5%)	40 (56%)
EXPERIENTIAL	1 (3%)	
OFFICE SPACE		
YES	19 (59.4%)	100%
NO	13 (40.6%)	
MAIL BOX		
YES	24 (75%)	100%
NO	8 (25%)	
OFFICE HOURS		
YES	14 (43.75%)	69 (97.2%)
NO	18 (56.25%)	1 (1.4%)
N/A		1 (1.4%)
	32 (100%)	71 (100%)
MEAN NO. OF OFFICE HOURS	3.57	5.8

* RESPONDENTS MAY HAVE REPORTED IN MORE THAN ONE CATEGORY

Among part-time faculty, academic rank becomes more diffuse. The predominant reported title was either Visiting Lecturer I (25%) or Adjunct (25%). Of the part-time respondents, 65.6% classified themselves as Visiting Lecturer I, Visiting Lecturer II, Visiting Professor or Adjunct. The remainder of the part-time respondents either didn't answer the item (12.5%), didn't know (9.3%) or used a variety of other titles (12.5%) (Table 4).

TABLE 4

ACADEMIC RANK CHARACTERISTICS OF CORNING FACULTY

FULL TIME FACULTY

FULL PROFESSOR	41 (58%)
ASSOCIATE PROFESSOR	15 (21%)
ASSISTANT PROFESSOR	12 (17%)
INSTRUCTOR	3 (4%)

PART TIME FACULTY*

VISITING LECTURER I	8 (25%)
VISITING LECTURER II	1 (3%)
VISITING PROFESSOR	4 (12.5%)
ADJUNCT	8 (25%)
DIDN'T KNOW	4 (12.5%)
N/A	4 (12.5%)
GUEST LECTURER, INSTRUCTOR, LECTURER AND VISITING INSTRUCTOR (1 EACH)	4 (12.5%)

*PERCENTAGES ROUNDED OFF PRODUCED A TOTAL GREATER THAN 100%.

Gender differences were noted among survey respondents. Of the full time faculty, 73% were male and 27% were female. Part-time faculty as a group had a different gender distribution with 43.75% of the respondents being male and 56.3% of the respondents being female. Although the gender distribution among the two sub-populations of part-time faculty, daytime and evening, was dramatically different. Daytime, part-time respondents were predominantly female (82%) but evening, part-time respondents were predominantly (73%) male. The influence of gender on motivation for part-time employment was compared following categorization of the motivation for part-time employment (TABLE 5).

TABLE 5

GENDER DISTRIBUTION OF FACULTY

	MALE	FEMALE
FULL TIME	52 (73%)	19 (27%)
	PART TIME	
DAY TIME	3 (17%)	14 (82%)
EVENING	11 (73%)	4 (27%)
total	14 (43.75%)	18 (56.3%)

One of the items on the survey that was unique to part-time employees was the motivation for part-time employment. Within this category , the predominant reason for part-time employment was that the person was not available for full time employment (43.8%). The second most common reason for part-time employment was that the individual had a full time position (40.6%).

Among persons reporting unavailability for full time employment, the most frequent response was that the person was unavailable due to the need to care for children or relatives. The second most frequent reason within this category was the wish to pursue other scholarly, professional or personal interests, which represented the exclusive reason for 12.9% of all respondents. Three of the child care respondents additonally reported the wish to pursue other interests in addition to child-care as a their reason for part-time employment. If all responses are considered, 22.6% of the respodents expressed the wish to pursue other scholarly, professional or personal interests as a reason for part-time employment. Of those reporting full time employment elsewhere as their reason for part-time employment, the majority worked in non-teaching positions (TABLE 6).

TABLE 6

CATEGORIES OF PART TIME EMPLOYMENT

Reasons For Part Time Employment

Could NOT find full time employment 2 in teaching, 1 in non-teaching	3 (9.4%)
Have a full time position 3 in teaching, 10 in non-teaching	13 (40.6%)
Have another part-time position 2 in non-teaching	2 (6.3%)
Am not available for full time employment	14 (43.8%)
	32 (100%)

SUB-CATEGORY BREAKDOWN:	
Could NOT find full time employment:	
teaching	2 (6.25%)
non-teaching	1 (3.13%)
Have a full time position:	
teaching	3 (9.4%)
non-teaching	10(31.3%)
Have another part time job:	
non-teaching	2 (6.3%)
Am not available for full time employment	
1. care for children or relative	8(25%)
2. am a student	0
3. semi-retired	2 (6.25%)
4. wish to pursue other scholarly, professional or personal interests	4(12.5%) +3 (9.4%)*

* 3 of the 8 reporting the care of children or relatives as their reason also reported that they wished to pursue scholarly, professional or personal interests as a reason

When the reasons for part-time employment and gender were compared, the mode of participation in the instruction of Corning Community College students and the categories of motivation for part-time employment were considerably different based upon gender. Men predominated the category of having a full time position, while women were teaching part-time because they were not available for full time employment, primarily due to child care or the pursuit of scholarly, professional and personal interests (Table 7).

TABLE 7

REASONS FOR PART-TIME EMPLOYMENT AND GENDER

	FEMALE	MALE
Could NOT find full time employment	3	0
Have a full time position	2	11
Have another part-time job	0	2
Am NOT available for full time employment		
1. care for children	8	0
2. am a student	0	0
3. semi-retired	2	0
4. wish to pursue scholarly, prof. or personal int.	3	1
	18	14

Of the fourteen participatory areas, part-time faculty either predominantly participated in or were predominantly interested in the selection of course materials / course content and course development. Other categories worth noting were the rankings of program and curriculum development and the interest expressed in staff/professional development activities and divisional meetings and activities. (Table 8).

TABLE 8

RANKED ORDER OF PARTICIPATORY ACTIVITIES AND INTERESTS

Activities in which PART TIME FACULTY currently participate

1.	Selection of course materials and content	13 (41%)
2.	Course development	10 (31%)
3.	Divisional meetings and activities	8 (25%)
4.	Program/curriculum development	7 (22%)
	Laboratory Preparations	7 (22%)
6.	Student academic advising	6 (19%)
	Student counseling	6 (19%)
	Special purpose committees	6 (19%)
	Staff/Prof. Dev. activities	6 (19%)
10.	Faculty committees	3 (9%)
11.	Development of instruction media	2 (6%)
	Faculty Association	2 (6%)
	Student club advisor	2 (6%)
14.	Grant proposal writing	1 (3%)

Activities in which PART TIME faculty are interested in participating in on a non-compensatory basis.

1.	Selection of course materials/content	11 (34%)
2.	Course development	10 (31%)
	Program/curriculm development	10 (31%)
4.	Staff/Prof. Dev. activities	7 (22%)
5.	Divisional meetings & activities	5 (16%)
6.	Student academic advising	4 (13%)
	Faculty Association	4 (13%)
	Student Club advisor	4 (13%)
9.	Student counseling	3 (9.4%)
	Faculty committees	3 (9.4%)
11.	Development of instructional media	2 (6%)
	Special purpose committees	2 (6%)
	Grant Proposal writing	2 (6%)
14.	Laboratory Preparations	0 (0%)

Full time faculty listed their major areas of participation as being student academic advisisng; selection of course materials and content; divisional meetings and activities. Among ranked items, part-time faculty and full time faculty were the least active in grant proposal writing (Table 9).

TABLE 9

RANKED ORDER OF PARTICIPATORY ACTIVITIES

Activities in which FULL TIME FACULTY actively participate

1.	Student academic advising	71	100%
	Selection of course materials/content	71	100%
2.	Divisional meetings and activities	70	98.6%
4.	Faculty Association	66	93%
5.	Faculty committees	65	91.5%
6.	Course development	64	90%
7.	Student counseling	61	85.9%
8.	Special purpose committees	58	81.7%
9.	Program/curriculum development	53	74.6%
10.	Professional dev. activities	50	70.4%
11.	Laboratory Preparations	42	59.2%
12.	Development of inst. media	38	53.5%
13.	Student club advisor	28	39.4%
14.	Grant Proposal writing	25	35%

The final area of inquiry regarded the evaluation of teaching. Of the full time faculty 85.9% report having been evaluated during the last two years. Part-time faculty reported that 84.4% of them had student evaluation data collected. Peer and division chairperson data would not be routinely collected for tenured, non-promotional, full time faculty and was collected in less than one-third of the part-time positions (Table 10).

TABLE 10

TYPES AND FREQUENCY OF PART TIME EVALUATIONS

TYPE OF EVALUATION		FREQUENCY
Student	YES	27 (84.4%)
	NO	4 (12.5%)
	?	1 (3.13%)
Peer	YES	4 (12.5%)
	NO	22 (68.8%)
	N/A	3 (9.4%)
	?	3 (9.4%)
Division Chair	YES	9 (28%)
	NO	19 (59.4%)
	N/A	2 (6.3%)
	?	2 (6.3%)
HELPFULNESS OF EVALUATIONS?		
	YES	22 (68.8%)
	N/A	10 (31.2%)
FULL TIME EVALUATION DATA		
Evaluation per college policy	YES	61 (85.9%)
	NO	9 (14.1%)

In response to the release for student evaluation results, 26 part-time faculty and 64 full time faculty permitted the use of their coded student evaluation data. The results of six of the part-time faculty and for eleven of the full time faculty could not be located in the records of the Office of Institutional Research for the Spring, 1983, Fall, 1982 or Spring 1982 terms. Therefore, data was available for 20 part-time faculty who had submitted a survey data sheet and 53 full time faculty members.

Due to the small sample number of part-timers, coded data for 32 non-participating part-time faculty was available for the same time period for analysis, although profile data was absent.

The student evaluation survey results did not demonstrate any superiority of full time faculty over part-time faculty nor did the part-time faculty, who responded to the survey questionnaire, have evaluation results that were considerably different from those who did not participate in the survey. The part-time faculty as a total group and/or the part-time faculty subpopulations had higher comparative percentages in five of the ten sampled items.

The full time evaluations were a composite of multiple sections in most cases with more than fifty students responding, while the part-time evaluations were almost exclusively single sections of a course with less than twenty students. The standard deviations on all items was in the range of +/- 1.0. Because of these limitations and the fact that the mean for each item varied for each semester, a numerical rating was not used. The results as reported are comparative data with each individual's evaluation items compared to their division's mean for each item for the semester in which the evaluation was conducted. The final ratings for each group were determined by summarizing the number of individuals by item who were higher than their division's mean (Table 11).

TABLE 11

STUDENT EVALUATIONS

COMPARISONS OF PART-TIME AND FULL TIME FACULTY*

expressed in percentage

	ITEM 1	ITEM 2	ITEM 3
N=53 FT	62	57	58
N=20 PT	60	70	75
N=32 PT	63	69	50
N=52 PT	62	69	60

	ITEM 4	ITEM 5	ITEM 6
N=53 FT	51	51	58
N=20 PT	45	60	55
N=32 PT	50	56	56
N=52 PT	48	58	56

	ITEM 7	ITEM 8	ITEM 9
N=53 FT	57	55	55
N=20 PT	65	55	60
N=32 PT	69	69	72
N=52 PT	66	63	67

	ITEM 10
N=53 FT	57
N=20 PT	60
N=32 PT	50
N=52 PT	54

*N=53 FULL TIME FACULTY WHO SUBMITTED SURVEY AND PERMISSION TO USE STUDENT EVALUATION DATA

N=20 PART TIME FACULTY WHO SUBMITTED SURVEY AND PERMISSION TO USE STUDENT EVALUATION DATA

N=32 PART TIME FACULTY NOT PARTICIPATING IN PROJECT WHOSE CODED STUDENT EVALUATION DATA WAS AVAILABLE FOR THE TIME FRAME OF THIS PROJECT.

N=52 ALL PART TIME FACULTY WHOSE STUDENT EVALUATION DATA WAS AVAILABLE.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Profile of Faculty at Corning Community College

The general characteristics of part-time versus full time faculty were consistent with what might be generally expected with full time faculty being more experienced, slightly older and having attained higher levels of formal education. The obtained results are consistent with the comparative findings reported by Friedlander (1980) with the exception that Corning Community College had more part-time faculty with a Bachelor's degree or less than the profile developed through the Center for the Study of Community Colleges. Although part-time faculty had more teaching experience aside from Corning Community, their teaching experience in a community college environment was limited.

During the 1982-83 academic year, sixty-five individuals were identified as participating in the instruction of Corning students on a part-time basis. The proportion of part-timers in terms of numbers of individuals is 39% which is lower than the 55.8% quoted (Leslie, 1978) for the representation of part-time faculty in all community colleges but considerably higher than the college's general perception of them. In terms of the number of credit hours generated by part-timers, part-time faculty do play a minor role with their median of 1.8

courses per semester compared to a full time median of 3.6.

The motivations for part-time employment were substantially different for Corning Community College part-time faculty than in Tuckman's 1978 report of the American Association of University Professors survey of 128 institutions of higher education. The greatest reason for part-time employment in the Corning study was that the instructor was not available for full time employment due to the need to care for children or relatives (44%) compared to Tuckman's reported 6.4% for this category. Thismajor difference may be due to a variety of circumstances. Tuckman's sample was not specifically drawn from the community college as is evidenced by the 21.2% rate of students participating in instruction. The geography and restricted professional employment opportunities, particularly part-time, probably has a strong influence on the number of women employed on a part-time basis by the college. The college is located in a semi-rural area of New York state and the major professional employer in the area is the Corning Glass Works, Inc. Generally, well educated women accompany their professional husbands into the area. This produces a substantially large labor-pool of educated, married women with children seeking the flexibility and diversion that part-time employment provides. The other major category of part-timers in the Corning study was what Tuckman

classified as "Full-Mooners." The percentage of individuals holding full time positions elsewhere in the Corning study exceeds Tuckman's participatory level in this category.

Participatory Interests and Activities of Faculty

The current activities of the part-timers responding to the survey are extremely limited in focus. Of the less than half who do participate, current activity levels reside in the actual instructional practices of the course or courses taught. The desire for greater levels of participation on a non-compensatory basis is indicated by a number of survey respondents. The greatest interest is in the area of course and curriculum development but interest is expressed in participating in activities of a broader scope.

Pollock and Breuder (1982) make a variety of suggestions for creating a positive future for part-timers in addition to salary, they suggest that fringes include funding to participate in professional conferences and conventions along with enhancing the part-time faculty status by including opportunities for greater partiticipation. They conclude that the farsighted institution offers part-time faculty greater participation

in college affairs, particularly with respect to curriculum and instruction. Based upon the responses of part-time faculty at Corning, which were not as definitive as those reported in a study at Napa Community College (Marsh and Lamb,1976),the suggestions of Pollock and Breuder would be enthusiastically received by many part-time faculty.

The lack of community college teaching experience on the part of Corning's part-timers and the desire for greater involvement on a wider scope substantiates the inclusion of part-time instructional staff on pertinent committees. Brown (1982) and Campbell (1978) suggest that staff development for part-time faculty results in as many benefits for the institution as it does for part-time employees. She contends that a part-time faculty member who is aware of and participates in various campus developmental activities or programs and support services will in most cases, function more effectively as a classroom instructor. The relative stability of Corning's part-time labor pool indicates that the continuity of employment would justify efforts for further integration of part-time faculty into campus affairs.

Quality of Instruction

According to Tuckman and Caldwell (1979) full timers are concerned that part-timers reduce the quality of

the educational programs because they are less-well credentialled than their full time counterparts and less-well acquainted with the literature in the fields in which they teach.

One of the most frequently used data sources for the evaluation of instruction is the student evaluation of instructors. In a study by Hodgkinson (1975), 66% of the 225 institutions studied had some form of student evaluation of faculty done by campus-wide questionnaires, usually "home grown" rather than produced nationally. This was the case at Corning Community College.

When Cruise,Furst and Klimes (1980) studied evaluations at Midwestern Community College, they compared three types of evaluations: administrative, self and student. Their conclusions were that no statistical differences occured between full time and part time faculty on any of the three, different assessments. Behrendt (1983)compared supervisory and student assessments and additionally found no significant differences. Although the Corning part-time faculty had a higher comparative percentage on some items of the student evaluations, the results could not be considered to be conclusive for several reasons. The class size for most part-timers averaged 12-15 students and in most cases, only one class was surveyed. The conditions for adminstration of the

instructor evaluation form were inconsistent among part-time faculty. Full time evaluations encompassed large samples from several classes in almost every situation and are administered under controlled conditions by either the division chairperson or a faculty peer. Because of these inconsistencies, reliable comparisons could not be made. As Cashin (1983) states reliability is very much tied to the number of raters; the more raters, the higher the reliability. If one is willing to accept ratings by clleagues or administrators as a way of validating student ratings, studies have found correlations between student ratings and colleague or adminstrator ratings to range from 0.43 to 0.69. Poole (1983) concludes that one of the few things that writers agree on in evaluation literature is the need to have multiple sources of information on an individual faculty member's effectiveness. He states that teaching is a complex and difficult process that cannot be evaluated on the bais of any one source of information such as the results from a classroom observation, student evaluations, peer comments, etc. If the difficult process of evaluation is to be undertaken , most professionals feel they are better able to document their effectiveness when a combination of self-evaluation and outside evaluation sources are combined. Clearly, the evaluation process of part-time faculty at Corning Community College needs to widen its scope. Positive evaluations of 84% of the responding part-time faculty, when using student

evaluations, may suggest competent teaching performance but the ratings cannot be the sole evidence for drawing this conclusion.

Policy Issues and Recommendations

A number of policy issues and recommendations emerge as a result of this study.

As Tuckman (1981) cautions administrators need to take care not to take advantage of the reduced mobility of some women. This situation is important to Corning Community College because of the high participation rates of women among day-time, part-time faculty. Additionally, women both on the Corning campus and elsewhere need to be encouraged to complete their Ph.D. degrees, as well as to enter fields traditionally held by males so as to assure equal standing with their male counterparts. When used properly, part-time work represents an important option for women.

Part-time faculty need to be recognized and rewarded within the college community. This recognition and reward need not be tangible, if the remuneration for instruction is equitable. Friedlander's (1980) suggestions that instructional practices found in many two year colleges, such as lack of office space, and inadequate opportunities and incentives to increase their understanding of the college serve to discourage part-time faculty from

adequately fulfilling the extra-instructional responsibilities that they owe to their students. He further concludes that if, as is commonly assumed, certain factors, i.e. academic degree attainment, teaching experience, continuity of employment, knowledge of one's educational environment, use of instructional technologies, involvement in educational policy decisions, maintenance of office hours, interaction with colleagues, and participation in professional development activities, contribute to program effectiveness, then one could conclude that the quality of instruction provided by a college is likely to be adversely affected as the proportion of part-time faculty increases. If the administrative intent of Corning Community College is to increase the proportion of part-time faculty, participatory opportunities, professional recognition and the physical facilities of the college must accommodate the part-time faculty person or risk diminishing the present quality of education.

In conclusion, the use of part-time faculty purely as an economic expedient is inappropriate both from an institutional perspective and from a faculty perspective. In Leslie's (1978) opinion part-time faculty play an important role in institutional economics and provide essential expertise in academic programming but their use creates significant administrative problems as is evidenced

in this study by the lack of sufficient data bases for evaluation of their instructional effectivenss.

Appropriate responses to rapidly changing needs will require the flexibility that part-time faculty afford according to Gutherie-Morse (1981) but the price of flexibility is considerable; similarly, the costs of inflexibile, permanent, tenured faculty may be substantial. In order to reach a resolution on this dilemma, Corning Community College must as Fryer (1977) suggests design new personnel policies that accommodate the need for part-time faculty without jeopardizing institutional quality. A guideline should be developed the governs the maximum extent to which instructional services will be provided by part-time and full time faculty.

A significant challenge faces Corning Community College to develop policies that will assure that part-time faculty will be provided with opportunities that will enable them to provide quality instruction to students as recognized professionals.

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Appendix A

PART TIME FACULTY SURVEY

1. Initial year of employment at CCC _____

2. Total number of year teaching part-time at CCC _____

3. If you have taught for more than one term at CCC, has it been on a continuous basis? YES____ NO___

4. Usual teaching load _____courses/_____credit hrs./year.

5. Nature of teaching: Lecture_____ Lab _____

6. Rank of appointment: _____

7. Gender: _____

8. Age group: 25-29___ 30-34 ____ 35-39_____ 40-44_____
   45-49___ 50-54 ____ 55+ _____

9. Academic Preparation: (Highest Degree)

10. Teaching Experience (other than CCC): Total years_____

    a. K-12 _____yrs
    b. Community College _____yrs.
    c. Four Year College _____yrs.
    d. Non-Academic Industry, Hospital _____yrs.
    e. Specialized Post-Secondary (Nursing School,etc) ____yrs.

11. Do you have? Office space? YES__ NO__ Mail Box YES__ NO__

12. Do you keep office hours? YES__ NO__ If yes, #of hours per week _____

13. Have you been evaluated during the last two terms of teaching?

    a. Student evaluations YES____ NO_____
    b. Peer evaluations YES ___ NO_____
    c. Division chair YES ___ NO_____

    If any of these were done, was it personally helpful?

14. Are you satisfied with part-time teaching at CCC?

44/45

15. Reasons for Part-Time Employment.

_____ a. Could not find full time employment.
teaching _____ non-teaching _____

_____ b. Have a full time position.
teaching _____ non-teaching _____

_____ c. Have another part-time job.
teaching _____ non-teaching _____

_____ d. Am not available for full time employment:

_____ 1. Care for children or relatives.

_____ 2. Am a student.

_____ 3. Semi-retired.

_____ 4. Wish to pursue other scholarly, professional or personal interests.

16. Do you participate in any of the following activities?
Are you interested in participating on a non-compensatory basis?

	YES	AM INTERESTED
a. Student academic advising	___	___
b. Student counseling	___	___
c. Selection of course materials and course content	___	___
d. Course development	___	___
e. Program/curriculum development	___	___
f. Dev. of instructional media	___	___
g. Laboratory preparations	___	___
h. Faculty Association	___	___
i. Faculty committees	___	___
j. Divisional meetings and activities	___	___
k. Special purpose committees	___	___
l. Grant proposal writing	___	___
m. Student club advisor	___	___
n. Staff/Professional dev. activities	___	___

PLEASE RETURN COMPLETED SURVEYS BY _____

To: Mary Lou Turgeon, Biology-Chemistry Division

Appendix B

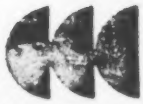
FULL TIME FACULTY SURVEY

1. Initial year of employment at CCC _____
2. Total number of years teaching at CCC _____
3. Usual teaching load _____courses _____credit hr/_____contact.
4. Nature of teaching: Lecture _____ Laboratory _____
5. Academic rank: _____
6. Gender: _____
7. Age group: 25-29 ___ 30-34 _____ 35-39 _____ 40-44 _____
   45-49 ___ 50-54 _____ over 55 _____
8. Academic Prepartion (Highest Degree) _____
9. Teaching experience (other than CCC): Total Years _____
   a. K-12 _____yrs.
   b. Community College _____yrs.
   c. Four Year College _____yrs.
   d. NonAcademic _____yrs.
   e. Specialized Post-Second. i.e. Nursing School _____yrs.
10. Do you keep office hours? YES ___ NO ___ No. of hrs./wk _____
11. Have you been evaluated within the last two years? YES___ NO___
12. Please check off any of the activities that you have participated in within the last year three years.
    a. Student academic advising _____
    b. Student counseling _____
    c. Selection of course materials/content _____
    d. Course development _____
    e. Program/Curriculum Dev. _____
    f. Dev. of instructional media _____
    g. Lab. Preparations _____
    h. Faculty Association _____
    i. Faculty Committees _____
    j. Divisional meetings and activities _____
    k. Special purpose com. _____
    l. Grant Proposal writing _____
    m. Student Club advisor _____
    n. Prof. Dev. Activities _____

Please return completed survey by: _____

To: Mary Lou Turgeon, Biology-Chemistry Division

Appendix C



corning community college

Corning, New York 14830
(607) 962-9011

Dear Colleague:

As part of my graduate studies, I am conducting a study of the Corning Community College faculty. The focus of this project will be part-time faculty. However, I am interested in doing a comparative study of full-time versus part-time faculty in addition to studying some of the unique characteristics of part-time faculty.

I have developed a short survey in order to gather my data. Although I know that paperwork is a never ending state of affairs, I really would appreciate your response to the survey. If you would also permit the use of your confidential student evaluations, a form is enclosed for your signature.

Thank you very much for your attention to this matter.

Sincerely,

Mary Lou Turgeon
Biology-Chemistry Division

Appendix D

Faculty Survey

I authorize the use of my student evaluation data as part of the aggregate statistics being collected for the Faculty Project being conducted by Mary Lou Turgeon. I understand that my data will be treated confidentially with my identity being known only to the Office of Institutional Research. My data will only be released as part of the group statistics.

Signature	Instructor Number (if known)	Date
_____	_____	_____

Send this release form to:

Marion Walker
Office of Institutional Research

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

JUL 6 1984

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